

An Evaluation of Pre-Service Teachers' Competences and Views Regarding Inclusive Education

Gülsün Şahan*

Faculty of Education, Bartın University, Turkey

Corresponding author: Gülsün Şahan, E-mail: gulsunsahan@hotmail.com

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ABSTRACT

Inclusive education is a form of education in which individuals with any disabilities receive education together with their peers. The education people with disabilities receive in special classrooms by expert teachers has begun to be conducted as inclusive education in normal classrooms by non-expert teachers. Senior class pre-service teachers take the special education course in education faculty and also primary school pre-service teachers receive the inclusive education course in addition to this course. The aim of this research is to determine the opinions of the pre-service teachers who receive the special education courses about the adequacy of inclusive education and special education practices they observe at schools. The research was prepared in a mixed pattern and quantitative and qualitative techniques were used together. Therefore, Teacher Competence Scale in Inclusive Applications developed by Bayar (2015) was applied to 197 students who study science, mathematics, social studies, Turkish and, primary school teaching. Besides, views of 25 pre-service teachers who study in the same classes were collected and evaluated in written form. At the end of the study, it was determined that while Science pre-service teachers consider themselves more competent in inclusion, primary school pre-service teachers have higher classroom management competence. There is not any significant difference between pre-service teachers' views about inclusive education according to gender. Furthermore, the pre-service teachers think that teachers lack knowledge and education, students' disabilities are not recognized, there is a lack of equipment, and cooperation of school and family is not effective.

Key words: Inclusive Education, Special Education, Students with Disabilities, Literacy

INTRODUCTION

Inclusive education is called the practices in which individuals in need of special education receive full or part-time, planned and programmed education in normal classrooms. During the education of children who receive education in normal classes and those who need special education, it is likely to be faced with negative situations as well as different learning opportunities for both groups of children. The fact that teachers and students are prepared for this sort of education enables this education to be useful for all children. Inclusive education has begun to be applied widely with the law number 2916 enacted in 1983, the decree number 573 enacted in 1997 and the Special Education Services regulations gone into effect based on this (İzci, 2005). Inclusive education does not mean that the students in need of special education only study together with their peers in the same classroom environment without any special education support. Inclusive education is a kind of education in which the students in need of special education are trained in general education classes through special education support (Babaoğlu & Yılmaz, 2010, Yazıcıoğlu, 2018).

In the past the widespread opinion was that the students receiving special-needs education had lower abilities than their peers, however as inclusive education has become more common, such students have started to be regarded as belonging in mainstream classrooms. Nevertheless, it is argued frequently that the teachers lack necessary knowledge and skills to work with such students (Florian & Linklater, 2010).

One of the factors to be considered so that inclusive applications can be applied effectively is to carry out instructional adaptations. Primary school teachers working in inclusive classes have important responsibilities about this issue. In this case, teachers of the inclusive classrooms are supposed to have necessary knowledge about instructional adaptations. They must be able to adapt primary education curriculum to the inclusive student and help them benefit from the adapted curriculum effectively. Therefore, teachers of inclusive classes are considered to be important in determining their work on the adaptation of teaching (Vural & Yıkılmış, 2008).

Reportedly, most of the teachers have not received any education regarding inclusion and have not attended in-service training courses in order to get rid of their lacks

and develop themselves in inclusive education (Babaođlan & Yılmaz, 2010). According to Ataman (1996), the success of inclusion depends on the teacher's positive attitude. In this program, teacher is an important factor that will influence students to learn effectively. In an inclusive classroom, if all students feel the teacher's positive attitude, the inclusion is likely to be more successful. It was observed that students with disabilities who receive "inclusive" education created for them made similar progress with their peers, improved themselves in all developmental areas, especially in social and personality qualities and they were included in society more easily. The purpose is to help these students be more realistic individuals who take concrete steps in order to realize themselves, have positive sense of self and higher self-respect (Bekirođulları et al., 2011).

Reading and writing are the most targeted skills in primary education. This period is an important step towards achieving literacy. It provides communication with supportive and qualified environments that can enable the use of literacy in different environments and spontaneously for individuals with special needs as well as normal individuals. Families are one of the most important resources that can support the acquisition of literacy skills so family participation should be ensured in these schools and teacher candidates should be informed about the importance of family participation (Gül, 2007). Students with special needs state that and are not in the same class because they cannot learn to read and write. Students with normal development stated that students with special needs were illiterate and therefore fail the classroom (Hasanođlu, 2013). It can be said that learning to read and write is important for these students to integrate into the classroom. They concluded that it is more effective to use audio and visual materials used by mainstreaming students with mild mental impairment in their listening comprehension skills together, and that the use of information technologies in e-education of individuals with intellectual disabilities is of great importance (Aruk, 2008, cited in Akin, 2015).

Programs prepared for inclusive education in native language lesson should be prepared more effectively and in a way that they can use multimedia tools by taking the opinions of all stakeholders (Akin, 2015). Teachers should be aware of the responsibility for educating principals, other school staff, lawmakers, students and their parents in order that students can reach their full potential (Ajuwon, 2008). When the literature regarding this is viewed, Çankaya and Korkmaz (2012) determined the problems faced by primary school teachers conducting inclusive education and it was revealed that teacher attitudes are positive and they have knowledge about theory and practice despite their lack of education.

However, the factors determining the success of inclusive education can be listed as teachers' level of readiness for inclusive education, suitability of both school and class for this kind of education, the other students' attitudes towards the inclusive students, number of the students, characteristics of the inclusive students, the interests of these students' parents, support of school management, the adequacy of school

counselling service (Demir & Açar, 2011). In inclusive education, it is important to improve the self-efficacy of pre-service teachers, to develop more positive attitudes of different students towards fulfilling their needs, to promote their self-confidence and understanding, to decrease their anxiety (Forlin et al., 2009). The studies emphasize teacher competence in inclusive education. That is why, it is significant to inform the pre-service teachers about inclusive education and expand their awareness during their training.

The purpose of this study is to reveal to what extent the pre-service teachers who receive Special Education course consider themselves competent in inclusive education and to determine their views if they are aware of inclusive education practices provided at schools or not. In order to achieve this goal, pre-service teachers' teaching competence in inclusive education, cooperation competence in inclusive education, the level of classroom management competence in inclusive education, whether there are differences between the views according to gender and departments or not were evaluated. Besides, their opinions about the practices they observed at schools where they conducted the practice were collected and analyzed. It is very important for the pre-service teachers to begin their education by being ready for inclusive education in terms of education of children with disabilities.

METHOD

Research Design

The research was conducted through mixed pattern and the purpose of this method in which both quantitative and qualitative techniques are used together (Christensen et al., 2015) is to enable a present case to be understood in more detail and more comprehensively by using the advantageous sides of both patterns (Mills & Gay, 2016, as cited in Alkan et al., 2019). In the mixed method pattern, the research question is both better understood and answered in more detail by means of obtaining multiple data. In this study, the scale was applied to all of the students simultaneously and how competent they consider themselves was analyzed. In addition, since 5 students out of each class were tried to be understood to what extent they were aware of inclusive education practices in detail, mixed pattern was determined to be the most suitable method for this study. The quantitative data were collected by means of scale. Therefore, *A Teacher Competence Scale in Inclusive Education* (TCSIE) developed by Bayar (2015) was applied to the 197 4th grade students who study science, mathematics, social studies, Turkish, primary school teaching at an education faculty located in Black Sea Region. Five students from each of these classes were chosen and the views of a total number of 25 students (14 female, 11 male) were obtained in written form and examined through content analysis. The opinions of the preservice teachers about how inclusive education is done in the schools they attended for practice were taken. In qualitative researches, different data collection methods are carried out as interview, observation and review of written document (Yıldırım & Şimşek, 2006). Qualitative data

were produced in accordance with document analysis and the exam documents were obtained from the final exam. The students' opinions about inclusive education practices they observed at practice schools were received in written form and the students were selected out of the exam papers considering the rate of female-male.

Analysis of the Data

Before the quantitative data of the research were analyzed, the scale forms were checked first and the scales having eight or more unanswered items were left out of the analysis in accordance with the scale application instruction. Next, the coding errors and lacks within the data to be analysed were examined and these errors and lacks were eliminated from the scale forms, extreme values were determined and descriptive data related to the research were checked. Kolmogorov Smimov and Shapiro Wilk tests were applied in order to test whether the data of the research were distributed normally or not and as a result, it was determined that the research data were distributed normally.

In this study, while the *t*-Test and One Way Anova were employed for independent samples since the data were distributed normally and it was aimed at assessing the total scores they received from the sub-dimensions of the scale according to department and gender and whether there is a significant difference between them or not, One Way Variance Analysis was used for independent samples. The reliability of the Turkish form of the scale used in the research was evaluated by means of Cronbach Alpha test and the coefficient of internal consistence was .89 (Bayar, 2015). As a result of the Cronbach Alpha test applied with the data obtained through the pre-service teachers, coefficient of internal consistence of this scale used during this research was .91 and it was revealed that the scale is highly reliable. On a 6-point Likert type rating scale, 1,2,3,4,5,6 are listed as "1" strongly disagree, "2" disagree, "3" partially disagree, "4" partially agree, "5" agree, "6" strongly agree. The scores from this scale were ranked between 18 and 108. The highness of the score means that the individuals have a high level of competence in inclusive education applications. The qualitative data of the study were chosen from the students' exam papers in accordance with the convenience sample technique and written answers were assessed. Five students from each department (science, mathematics, Turkish, social studies and primary school teaching) participated in the research and in total, 25 students' views were involved in the study and the data were analyzed by content analysis. First, the whole data were read and the codes were determined and presented in the table. Then, the obtained codes were read by two students and their reliability were increased by direct quotations. The students were given codes determining their department and gender such as 1SF (science, female), 2SM (science, male), 3MF (mathematics, female), 4MM (mathematics, male), 5TF (Turkish, female), 6TM (Turkish, male), 7SSF (social studies, female), 8SSM (social studies, male), 9PSTF (primary school teacher, female), 10PSTM (primary school teacher, male).

FINDINGS

The findings of the analysis conducted to determine the pre-service teachers' teaching competence in inclusive education, cooperation competence in inclusive education, classroom management competence in inclusive education are presented below. First, the findings related to what extent the pre-service teachers consider themselves competent in inclusive practices according to the departments are presented in Table 1.

When Table 1 is analyzed, it is clearly observed that arithmetic mean of Science pre-service teachers in inclusive education regarding teaching competence is higher than the other ones with 32.2. It is noticed that the mean of the same department regarding cooperation competence in inclusive education is high with 32.7. As for classroom management competence in inclusive education, primary school pre-service teachers have the highest mean with 31.8. Whether there is a difference between the views of pre-service teachers according to the departments or not was evaluated via ANOVA test and the findings related to mean, minimum and maximum scores and standard deviation are presented in Table 2.

When Table 2 is examined, it is observed that there is a significant difference at $p < .05$ level between the groups in terms of teaching competence in inclusive education and classroom management competence in inclusive education. The results of Post Hoc (Tukey HSD) analysis so as to find between which groups there is difference are presented in Table 3.

When Table 3. is analyzed, there is a significant difference at $p < .05$ level between Mathematics-Science and Turkish-Science departments in terms of teaching competence in Inclusive Education. It can be stated that the arithmetic means of Science pre-service teachers are higher than the other departments. Thus, it can be claimed that the difference results from this. Given these findings, it

Table 1. Descriptive statistics of teacher competence scores in inclusive practices of pre-service teachers

Sub-Dimensions	Department	N	M	ss
Teaching Competence in Inclusive Education	Mathematics	40	29.5	3.467
	Social Studies	42	30.7	3.977
	Turkish	35	29.7	3.176
	Science	43	32.2	2.482
	Primary School Teaching	27	30.8	3.086
Cooperation Competence in Inclusive Education	Mathematics	40	31.1	3.440
	Social Studies	42	32.2	3.457
	Turkish	35	30.9	3.596
	Science	43	32.7	2.594
	Primary School Teaching	27	32.2	2.903
Classroom Management Competence in Inclusive Education	Mathematics	40	28.3	3.887
	Social Studies	42	31.4	3.364
	Turkish	35	29.9	3.399
	Science	43	31.2	2.852
	Primary School Teaching	27	31.8	3.431

Table 2. ANOVA test results of pre-service teachers scores regarding the teacher competence scale in inclusive practices and its sub-dimensions

Sub-dimensions	Variance source	Sum of squares	SD	Mean of squares	F	p
Teaching Competence in Inclusive Education	Between-groups	169.113	4	42.278	3.883	0.005*
	Within-groups	1883.589	187	10.888		
	Sum	2052.702	191			
Cooperation Competence in Inclusive Education	Between-groups	90.199	4	22.550	2.163	0.075
	Within-groups	1845.493	187	10.427		
	Sum	1935.692	191			
Classroom management Competence in Inclusive Education	Between-groups	300.967	4	75.242	6.528	0.000*
	Within-groups	2063.033	187	11.525		
	Sum	2364.000	191			

* p < .05

Table 3. Multiple Comparison Post Hoc (Tukey HSD) results regarding the scale and sub-dimensions scores which have significant difference

Sub-dimensions	Department	M	Post Hoc (Tukey HSD)	
			Department Comparisons	p
Teaching Competence in Inclusive Education	Mathematics	29.5	Mathematics-Social Studies	0.561
			Mathematics-Turkish	1.000
	Social Studies	30.7	Mathematics-Science	0.006*
			Mathematics-Primary School Teaching	0.561
	Turkish	29.7	Social Studies-Turkish	0.676
			Social Studies-Science	0.252
	Science	32.2	Social Studies- Primary School Teaching	1.000
			Turkish-Science	0.012*
	Primary School Teaching	30.8	Turkish-Primary School Teaching	0.660
			Primary School Teaching-Science	0.519
Classroom Management Competence in Inclusive Education	Mathematics	28.3	Mathematics-Social Studies	0.001*
			Mathematics-Turkish	0.223
	Social Studies	31.4	Mathematics-Science	0.001*
			Mathematics-Primary School Teaching	0.001*
	Turkish	29.9	Social Studies-Turkish	0.351
			Social Studies-Science	1.000
	Science	31.2	Social Studies-Primary School Teaching	0.988
			Turkish-Science	0.481
	Primary School Teaching	31.8	Turkish-Primary School Teaching	0.216
			Primary School Teaching-Science	0.961

* p < .05

can be asserted that Science pre-service teachers consider themselves more competent than the other pre-service teachers. It was revealed that there is a significant difference at p<,05 level between Mathematics-Social Studies, Mathematics-Science, Mathematics-Primary School Teaching departments with regards to classroom management competence in inclusive education. The mean of Mathematics department is lower than the others and the means of Primary School Teaching, Social Studies and Science departments are closer to each other. According to the findings, it can be understood that pre-service teachers of Primary School Teaching, Social Studies and

Science departments regard themselves more competent in classroom management. Whether the pre-service teachers' competence in inclusive education is different according to gender or not was analyzed, t-Test was applied and the findings obtained are included in Table 4.

When Table 4 is analyzed, it can be stated that there is a significant difference at p<.05 level regarding the pre-service teachers' cooperation competence in inclusive education and it can be pointed that this difference stems from the female students who have higher means. The means of female and male pre-service teachers are close to each other in terms of other dimensions. It can be claimed that female students

are more inclined to cooperation. Pre-service teachers' competence level of inclusive education was determined, their opinions on to what extent inclusive education is applied at practice schools they attended were evaluated and the findings obtained as a result of the analysis are presented in Table 5.

Considering Table 5., when the students' views about inclusive education practices they observed at schools, it appears that they encountered negative applications such as teachers' lack of knowledge and education regarding special education(11), lack of school-family cooperation(10), failing to inform the other students in the classroom about inclusive student(10), failing to organize different activities for students(9), ignoring and excluding the student with disability from the class(6), physical deficiencies of both school and classroom(4), teacher's and other staff's lack of patience and sympathy towards inclusive students(3), lack of special education teachers(3), failing to recognize the disability of student(3), lack of equipment at

school and classrooms(3), teacher's failure to take care of the student with disability(2), the inclusive student's taking the same exam with the other students (2), teacher's failure to embrace the student(2), parents' prejudice against inclusive student(1). At the first line, lack of teachers' education regarding special education is emphasized. One of the pre-service teachers pointed out that *"teachers' lack of special education, inadequacy of special education seminars and not conducting teacher training"* (5PSTM) leads to problems. Emphasizing the same issue, another pre-service teacher stated:

"Teachers have a lack of knowledge about special education and inclusion"(21MM). One of the pre-service teachers pointed out that it is necessary to receive more courses related to special education at education faculty by stating;

Pre-service teachers do not receive sufficient education regarding special education" (12TM). One of the students remarked that all staff at school are supposed to be informed about this case by emphasizing;

Table 4. t-Test results related to the pre-service teachers' teaching competence scale in inclusion applications and sub-dimensions scores

Sub-dimensions	Gender	N	M	ss	df	t	p
Teaching Competence in Inclusive Education	Female	132	30.926	3.110	187	1.653	0.100
	Male	55	30.018	3.946			
Cooperation Competence in Inclusive Education	Female	132	32.251	2.938	187	2.730	0.007*
	Male	55	30.803	3.836			
Classroom Management Competence in Inclusive Education	Female	132	30.378	3.291	187	-.728	0.468
	Male	55	30.8077	4.288			

* p < .05

Table 5. Inclusive practices at schools according to pre-service teachers

Practices encountered at schools according to pre-service teachers	People	f
Teachers' lack of knowledge and education regarding special education	5PSTM,6SF, 7SM, 8SF, 9SF,10SM, 11TM,12TM, 15TF,19SSF, 19SSF,21MM	11
Lack of school-family cooperation	8SF, 10SM, 11TM, 12 TM,17SSF, 20SSM	10
Failing to inform other students in the class about the inclusive student	3PSTF, 6SF, 9SF, 10SM, 11TM, 13TF, 17SSF 20SSM, 24MF, 25MF	10
Failing to organize different activities for students	1PSTF,2PSTF,3PSTF,4PSTM,10SM,13TF, 17SSF,19SSF,21MM	9
Ignoring and excluding the student from the class	3PSTF,7SM,17SSF,20SSM, 21MM,25MF	
Physical deficiencies of both school and classroom	11TM,12TM,19SSF,23MF	4
Teacher's and other staff's lack of patience and sympathy	1PSTF,10SM,18SSM	3
Lack of special education teachers	12TM,14TM,15TF	3
Failing to recognize the disability of the student	22MM,23MF,24MF	3
Lack of equipment at school and classrooms	4PSTM,7SM,8SF	3
Failing to take care of the student with disability	4PSTM	2
Inclusive students' taking the same exam with the others	19SSF,24MF	2
Teacher's failure to embrace the student	7SM, 23MF	2
Parents' prejudice against inclusive student	17SSF	1

"Teachers', students' and staff's lack of knowledge about special education" (17SSF). One of the problems is stated to be

"Supporting incompetent teachers in special education".

It was emphasized that incompetent teachers are ignored and they are not imposed sanction. It was pointed out that this is wrong and incompetent teachers should be led to receiving education. The importance of school-family cooperation in inclusive practices comes second. One of the pre-service teachers draws attention to family and lack of cooperation with them stating that;

"There is no cooperation with family" (4PSTM). School-family cooperation is among the positive factors influencing student success. It is emphasized that other students are not informed about the inclusive student who studies in the same classroom with them. According to the pre-service teachers, the students are not informed about the inclusive student. The students stated their opinions by listing some deficiencies such as:

"The other students in the class do not approve these inclusive students(9SF), the class is not prepared for these students(3PSTF), the teacher is not preparing himself/herself and the class psychologically before the inclusive student attends the class (11TM), these students are not included in the class, there is discrimination in the class and this is clearly sensed by the students" (10SM). Different kind of activities should be prepared for inclusive students. The pre-service teachers remarked that there are negative practices in the classroom according to their class observations by stating:

"Different activities are not conducted for the inclusive students"(1PSTF), *"they are neglected"* (2PSTF), *"special activities and materials are not prepared"*(4PSTM). Another problem is ignoring and excluding the student from the class. The pre-service teachers stated:

"Inclusive students are isolated from the class (2PSTF), they are ignored and excluded from the class (7SM), they are neglected and are not included in the class" (20SSM). *Physical deficiencies of the school and class are considered as another problem. According to the pre-service teachers:*

"Physical and social deficiencies of the school (1PSTF), failing to prepare the school and class physically" (11TM) lead to problems regarding the aimed inclusive education for the inclusive students. Teacher's sympathy for the students have a positive influence on the quality of education. Teacher and the other staff are expected to be patient and show sympathy. Pre-service teachers think that:

"The staff do not have enough patience and compassion (1PSTF), they do not show sympathy" (18SSM). Lack of special education teachers causes problems in the education of children in need of special education. Pre-service teachers emphasized

"Lack of special education teachers (14TM) and lack of special education experts" (15TF). One of the problems is to fail to recognize the disability of the student who needs special education. About this problem, pre-service teachers stated:

"The teacher is not aware of the disabilities (5PSTM), screening tests are not applied healthily" (23MF). The other pre-service teachers remarked:

"There is lack of correct diagnosis and precaution in counselling (24MF), student's incompetence is ignored(8SF). Another pre-service teacher draws attention to gifted students by stating:

"Gifted children are not recognized". When gifted children do not receive education in accordance with their talent, it can be a loss not only for the country but also the world. Lack of equipment at school and classrooms is among the deficiencies faced in inclusive education. About this issue, one of the pre-service teachers emphasizes:

"Lack of equipment at schools" (7SM) leads to problems in inclusive education. Lack of concern for student is among the other problems. According to the pre-service teachers, there are problems such as;

"Failing to involve the student in the classroom activities (4PSTM), disinterest of the teachers, impassiveness (5PSTM), lack of patience and sympathy in the behaviors of the staff (1PSTF), isolation of the inclusive students from the class, lack of concern for these students, not organizing different activities, not providing the suitable environment (2PSTF), not preparing and applying Individualized Education Plans" (25MF). Inclusive student should not be involved in the same exam with the other students. One of the pre-service teachers stated:

"These students are involved in the same exam with the others" (24MF) and emphasized that this kind of activities are among the factors affecting the success of inclusive education negatively. The success of inclusive education will improve if teacher embraces the student at first. The pre-service teachers pointed out that there are problems such as;

"Teachers' considering the student as a burden, the teacher's misbehaving and mocking the student (7SM), lack of patience and sympathy in the staff's behaviors" (1PSTF). The last problem is negative attitudes of students' parents towards the inclusive students. One of the pre-service teachers pointed out this important issue by stating:

"The parents do not want inclusive student in the classroom" (17SSF). When the findings are viewed generally, it can be claimed that teachers have a lack of knowledge and education, there is a lack of special education teachers, students are not informed about the inclusive student, special activities are not conducted for these children, they are not embraced by teacher, they are excluded and ignored, these students are not shown patience and sympathy, they are not cared enough, these children's disabilities are not recognized. Besides, there are physical deficiencies and lack of equipment at school and classroom. It is stated that inclusive students are involved in the same exam with the other students, there is not a healthy school-family cooperation, other parents do not want inclusive student in the classrooms.

DISCUSSION AND CONCLUSION

In this study, which reveals pre-service teachers' competence of inclusive education and determines their views

about inclusive education practices they encountered at schools, teaching competence, cooperation competence in inclusive education, classroom management competence in inclusive education, whether there is a difference between the views according to gender and departments or not were evaluated. Moreover, these students' views regarding inclusive education they encountered at schools were analyzed. According to the findings obtained, it was revealed that Science pre-service teachers are better at teaching competence and cooperation competence in inclusive education. At the first line of the qualitative part, 11 students stated that teachers have a lack of knowledge and education regarding special education. Given that 7 of them are Science pre-service teachers, it can be asserted that these students have both better competence and better awareness. It is noticed that Primary school pre-service teachers are better at classroom management competence in inclusive education than the other ones. It is observed that there is a significant difference between the pre-service teachers' attitudes towards inclusive education according to gender. In Bek et al.'s (2009) study supporting this consequence; in Ekşi's (2010) study titled *Primary School Teachers' and Special Education Teachers' Attitudes towards Inclusive Education*; in Güleriyüz and Özdemir's (2015) essay titled *Primary School Pre-service Teachers' Attitudes towards Inclusion*, it is demonstrated that gender does not lead to a significant difference (Göçmen et al., 2017). It was determined that there is not any significant difference between Primary School pre-service teachers' attitudes towards inclusive education in terms of gender. According to the results of a similar study, it was revealed that pre-service teachers have positive attitudes towards inclusive education (Güleriyüz & Özdemir, 2015). It was observed that the results obtained by Orel et al. (2004) and Gözün and Yıkılmış (2004) who determined Primary School Pre-service teachers' attitudes in inclusive education support this study. In this study, it was revealed that there is a significant difference between the groups in terms of teaching competence and classroom management competence in inclusive education and this difference is between mathematics-science teaching and Turkish-science teaching, and students of science teaching have the highest arithmetic mean. As for classroom management competence of pre-service teachers in inclusive education, it was revealed that there is a significant difference between mathematics-social studies, mathematics-science, mathematics-primary school teaching, and pre-service teachers studying mathematics have the lowest arithmetic mean. In this study, it was revealed that while there is not any difference noticed between genders regarding teaching competence and classroom management competence in inclusive education, there is a significant difference in terms of cooperation competence according to gender and this difference is on behalf of the female students. As a result of a study conducted by Dolapçı and Yıldız Demirtaş (2016) who support this study, it was observed that female pre-service teachers' competence of knowing and applying inclusive education principles is considerably higher than male pre-service teachers. In a study carried out by Kuzu (2011),

it was determined that inclusive education competence of female pre-service teachers is higher. In parallel with these results, according to Güven and Çelik (2011), it was observed that scores of the females are considerably higher regarding the views of music pre-service teachers according to gender. Moreover, the results of another study reveal that gender is a predictor of teacher's attitudes towards inclusion and male teachers have a more negative attitude than female teachers (Vaz et al., 2015). In discordance with these results, in studies conducted by Camadan (2012), Chopra (2008) and El-Ashry (2009) it was observed that inclusive education competence of male pre-service teachers is high and it does not support this result. The problems pre-service teachers faced during inclusive education practices at practice schools were evaluated and it was determined that teachers have a lack of knowledge and education regarding inclusive education according to the pre-service teachers. According to a research supporting this conclusion, all primary school teachers should update their knowledge and skills about inclusive education by means of several seminars, they should also attend classes or seminars regarding special education at universities or in-service training programs in order that the practices can be successful (Çankaya, 2010).

In another study, it is stated that teachers do not have enough knowledge about inclusive education and they do not know different kind of special activities to conduct (Gök & Erbaş, 2011; Demir & Açar, 2011). According to the pre-service teachers, it was revealed that there is a lack of special education teachers, the other students in the class are not informed about the inclusive student, special activities are not conducted for these students, the students are isolated, ignored and teacher and other staff do not have patience and sympathy for these students, teacher does not embrace these students, and does not care enough. According to a study supporting this conclusion, it was observed that teachers have not received a planned education regarding inclusive education and they have difficulty in controlling these students and classroom management (Anılan & Kayacan, 2015). It was concluded that not only the disability of the inclusive student is unrecognized but also there are other troubles. For example, it is observed that physical deficiencies at school and classroom, lack of equipment, the inclusive student's taking the same exam with the other students, an unhealthy school-family cooperation, discomfort of some parents with having inclusive students in the class are the problems faced in inclusive education. According to Çankaya and Korkmaz (2012), the most important problems teachers encountered in practice are crowdedness of the classrooms, being more than one inclusive student in the classrooms and lack of educational materials. On the other hand, the teachers who participated in this study expressed that since inclusive education practices lays extra responsibilities on the teachers, they have difficulty in classroom management.

A number of recommendations can be made based on the findings of this study. Special Education course should be spared more time and inclusive education should

be involved in all departments at faculties of education. Teachers conducting inclusive education should be provided with in-service trainings. Lack of equipment of school and classrooms should be overcome. The parents of the inclusive students should be provided more cooperation.

Educational technology can be used in special education course and training. Education faculty students should do social work for disabled children. Finally, Education faculty students should educate inclusive education students in schools.

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